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ABSTRACT

An account of recent developments in the training of adult educators and adult education research i Hungary is presented. A review of the literature is also presented. The overall tasks of adult education are considered to be: (1) mass development of general education among adults, (2) development of specialized knowledge, (3) literary and artistic education, (4) support to and facilitation of appropriate entertainment and functional use of leisure, and (5) support of the development of socialist collective thinking. An overview of development of adult education since 1945 is presented, and university and college training programs are described. The need for closer ties between training and research is emphasized. Such research is conducted by the following institutions: Institute of Public Education, Division of Popular Education, Department of Research and Documentation, Theoretical Department, and Department of Adult Education. Conclusions are that the post-war development of adult education in Hungary was significantly influenced by the far-reaching social, political-ideological and economic changes which transformed the state and its economic structure and changed the composition of society. (CK)

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TRAINING OF ADULT EDUCATORS AND ADULT EDUCATION RESEARCH IN HUNGARY

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This Report was prepared by Jindra Kulich
U.B.C. Centre for Continuing Education

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ABOUT THIS SERIES AND THIS PAPER

This monograph is the seventh in a series being published by our Centre for Continuing Education. Our aim is to contribute to the development of the field of adult education by publishing papers which originate here at the University of British Columbia and are deemed to be worthy of reaching a wider audience than would otherwise be the case.

This is the third paper in the series written by my colleague, Mr. Jindra Kulich, about the systems of adult education in Eastern European countries. The others were about East Germany and Poland. In addition, he has published a longer study about Czechoslovakia. Mr. Kulich also contributed to the field with the publication in 1971 of Adult Education in Continental Europe: An Annotated Bibliography of English Language Materials 1945-1969. The following year he produced an international Directory (and subsequent Supplement) of individuals and institutions active in the study of comparative adult education. By these and other means, he has been playing a significant part in the emergence of comparative studies in our field and has been especially helpful to English speaking adult educators by writing in our language about the movement in Eastern Europe and elsewhere.

Gordon R. Selman
Director

TRAINING OF ADULT EDUCATORS AND ADULT EDUCATION RESEARCH IN HUNGARY

Adequate provision for training of the many volunteers and professional adult educators, and well developed research activity, are crucial to effective adult education and its further development in any country. During the 1960's, concern for and rapidly increasing activity in both training and research is evidenced in West European countries, while it has been among primary concerns in East European countries already since the end of the Second World War. Sufficient documentation is now available in English about the recent developments in Western Europe, while information about East European countries still is far less accessible.[1] This paper will give an account of recent developments in the training of adult educators and adult education research in Hungary.

ADULT EDUCATION IN HUNGARY

From Early Developments to 1945

As in most countries in Europe, the beginnings of organized adult education in Hungary can be traced back to the first half of the nineteenth century when a number of literary and educational societies sprung up in the cities, to be joined later by the educational clubs and circles organized by the workers in the industrialized areas and by the peasants in the countryside. On the whole, the cultural life and the provision of education in Hungary "truly reflected the semi-feudal and semi-colonial social conditions"[2] of the country, which was an integral part of the Hapsburg Empire and until 1867 under the direct control of the government in Vienna. With the establishment of home rule for Hungary in 1867, the political and social conditions improved[3] and the need for education of wider population became more evident.[4]

From the mid-nineteenth century, and especially after 1867,

adult education in Hungary assumed literacy training, adult basic education, and vocational education among its primary tasks. This was carried out by a variety of institutions, among these the early Sunday Schools operated by the clergy as well as by workers' and peasants' organizations, and later on the people's universities[5] and workers' secondary schools. "From the very beginning the aim was not only to offer a substitute for school but to link basic knowledge with vocational subjects of general interest, which of course were not included in the curriculum of...the elementary school."[6]

The wide-spread reading circles of the artisans and workers played not only an educational but also a significant political role. The growth of public libraries and of semi-educational associations contributed further to the general aim of upgrading the educational and vocational skill level of the population, which absorbed adult education energy for most of the nineteenth century. One of the significant providers of adult education in the form of lectures popularizing the natural sciences and the results of research on many subjects was the Institute for Natural Sciences, established in 1846 (in 1953 it was reorganized to form the Association for the Popularization of Science).

Towards the end of the nineteenth century and increasingly in the early twentieth century, adult education became more differentiated and assumed new roles. Among the new tasks was education through enjoyment of culture, as well as physical education (physical culture movement was sweeping Central Europe at that time). "Amateur theatres made their appearance and amateur choirs and orchestras, especially brass bands, mushroomed. People's libraries, museums and the press were made use of, too. Mass education embraced within its sphere all the different means of disseminating culture."[7]

In the period between the two World Wars, the growing differentiation of the tasks of adult education led to further institutional differentiation. Vocational education and literacy were again in the foreground, and between 1920 and 1940 illiteracy dropped from 15 per cent to 7.4 per cent as a result of courses set up by the state Board of Out-of-school Education.[8] Cultural enjoyment and physical education activities for adults, as well as the general dissemination of knowledge,

formed the mass education (or popular education) branch of adult education.

The right-wing Horthy regime, in power since 1920, placed great emphasis on political education of the population in the direction of the realization of a 'uniform national education' and repression of left-wing political movements. In this climate, the left-wing adult education organizations operated in the twilight zone of semi-legal and even illegal existence.[9] Among the successful institutions opposing the regime were the people's universities, established in the 1930's. Their students went into the countryside to spread the use of new agricultural methods, organized and taught in people's schools, and founded student work-communities. They also "played an important role in carrying out land reform and in setting up 280 agricultural co-operatives to further the economic integration of the peasantry."[10]

The spiritual and physical destruction of a total war took its toll also among the leadership and the facilities for adult education, and adult education in Hungary, as in most of Central and Eastern Europe, had to be built up from the ruins in the difficult post-war situation.

Overview of Development Since 1945

The political and the economic structure of Hungary has changed dramatically in the years following the defeat of Hungary and the collapse of the right-wing Horthy government in 1945. By 1949, Hungary was a people's democracy, governed by a National Popular Front coalition in which the Hungarian Workers' Socialist Party (the Communist Party of Hungary) has a major voice. During the same period, the predominantly feudal character of the country has been changed through extensive land reform and industrialization process. The far-reaching political-ideological and economic transformation in the post-war period also has brought about significant changes in the definition, role and organization of adult education.[11]

Since the scope and definition of adult education varies considerably from country to country, it is important at this point to see how the field is delimited in Hungary. Csoma singles out two

independent branches of the field:

> When we speak of adult education in Hungary we mean education in the traditional school system. The so-called 'mass education' is concerned with raising the cultural standards in general of the adult population. It embraces courses in science, literature, art, technology, etc. for the general public, free universities, foreign languages organised for adults, libraries, choirs, courses in domestic science and applied arts and vocational extension courses. The activity of the different cultural centres, the cultural programmes on the radio and television, too, are part and parcel of 'mass education'.[12]

Durko sets the framework in which both formal and informal adult education[13] operate in post-war Hungarian society, when he describes adult education as a social phenomenon which is determined by the economic system of society and has a class character, and therefore is a political phenomenon; furthermore, since it belongs t an ideological sphere, it also has an ideological character. Since adult education has a direct educational character "it is simultaneously an ideological, political and social phenomenon."[14]

Durko defines the two branches of adult education as follows:

> Socialist (formal) adult education is such process which forms the personality of working youth and adults who for a variety of reasons did not complete their secondary or higher education or vocational training and who are upgrading themselves through attendance at evening schools, or through correspondence or independent study. The desired results are accomplished through planned, organized and methodical educational process managed by the educational agents and through voluntary and active participation of the workers.[15]
>
> Socialist mass education (informal adult education) is such process which develops the level of education, philosophy of life, behaviour patterns and desired personality of youth and adults and which towards these aims offers opportunities to expand professional and specialized knowledge as well as imparts the communist philosophy of life and moral values, in harmony with the cultural policy of the Party and the State and in accord with the interests of the workers. Such development of personality is accomplished as a result of mutual influence of dialectical activities through out-of-school

> methods, techniques and devices and planned and organized educational activities of educators and workers, realized voluntarily in leisure time through various forms of further education and cultural entertainment.[16]

It is important to understand that both formal and informal adult education in Hungary operates within the overall framework of a socialist state and its ideology and form an integral part of the socialist culture. "The nucleus of the new culture is the ideology of communism, the philosophy of materialism....Ideology of a high quality, ethnicity, active revolutionary humanism and consistent collectivism are the characteristic features of socialist culture."[17]

Practically all education, including all forms of adult education, is carried out within the framework of Law III enacted by the Hungarian Parliament in the autumn of 1961. The Preamble of the law states "(1) The development of the educational system must be determined by the needs of a socialist society; (2) the system must be uniform both in its organisation and its aims; (3) the responsibility for providing and maintaining the educational services belongs exclusively to the state."[18] The law was based on three main principles for reform of the educational system: (1) the imperative to bring schools closer to life, practice and production; (2) the need to raise the level of general and vocational education (with a specific reference to part-time evening and correspondence study); and (3) the dictum that training and education must methodically serve the forming of a socialist ideology and morals.[19]

The exclusive right of the state in the field of education is carried from the Ministry of Cultural Affairs (in whose resort fall public education, higher education, adult education and cultural affairs in the broad sense) at the national level, to the County or City Council at the local level. While there is a high level of integration between the various parts of the state and public administration, decision making is widely disseminated among the component parts.[20] Adult education is co-ordinated at the national level by the National Council for Popular Education, which is responsible to the Ministry, and on which are represented appropriate departments of the Ministry, other ministries involved in the education of adults, the National Popular

Front, and mass organizations. Among similar lines at the regional, county, city and village level, Committees for Popular Education, with representatives of the same organizations at the local level, direct informal adult education and cultural work.[21] It is at the local level that adult education and cultural work are determined. Halasz describes the locally based planning process as follows: "we have made it the task of local cultural organs to get acquainted with the state of culture, the sphere of interest, the individual and social cultural demands of the population and to build upon their findings, their differentiated long-range or short-range cultural plans."[22]

The overall tasks of adult education were outlined by the Deputy Head of the Department for Adult Education, Ministry of Cultural Affairs, in 1964 as follows:

> (a) mass development of general education among the adult population;
>
> (b) development of specialized knowledge in the work force in the interest of the fulfillment of the tasks and targets of national economy;
>
> (c) literary and artistic education of the masses and the development of artistic appreciation;
>
> (d) support to and facilitation of appropriate entertainment and functional use of leisure; and
>
> (e) support of the development of socialist collective thinking through the above outlined ways and means.[23]

Writing in 1968, Durko summarized the tasks of adult education in a similar way, including also the need for realistic planning and organization, and concluding that "adult education must be in harmony with social and individual needs. As these are extremely varied, the entire system of adult education must also be varied and take into account all nuances in dealing with its subjects, its forms, its contents, dimensions and methods. Moreover, it must constantly adapt itself to changing needs, that is, it must also be dynamic."[24]

The stated tasks of adult education are realized through five major branches of the adult education system:

> (1) School (formal) adult education, including elementary and secondary workers' schools and

evening and correspondence courses at higher education level;

(2) vocational and further education, organized by factories and by trade and professional associations;

(3) ideological-political education, organized by political organizations;

(4) health education, organized by the Red Cross: and

(5) out-of-school, popular, education carried out by a wide variety of institutions and associations.[25]

The immediate post-war tasks of formal adult education were the reduction of the relatively high illiteracy, and the provision of elementary and secondary education to the workers and peasants. Between 1945 and 1964 the number of illiterates and semi-illiterates was reduced from 600,000 to 198,000; of these, 140,000 remained illiterates (0.58 per cent of the total population).[26] Workers' Schools for elementary and secondary education were established in 1945, were re-organized in 1949, and gained prominence since late 1950's. Universities and colleges, with some notable exceptions, i.e. the faculties of medicine, established evening and correspondence courses. As a result of the expansion of academic formal adult education facilities, between 1946 and 1966, 350,000 adults completed elementary school, 155,000 obtained junior matriculation certificate, and 138,000 graduated from university or college.[27] To illustrate the scale of the undertaking, in the 1966-67 school year there were 230,000 regular day-time students enrolled in secondary schools while there were 145,000 enrolled as part-time adult students, and in the same school year there were 43,000 part-time students in higher education, constituting 40 per cent of total higher education enrollment.[28]

During the period between 1949 and 1962, 2.5 million adults attended qualifying and upgrading vocational classes.[29] Further technical and professional continuing education is carried on primarily by METESZ, the Federation of Technical and Scientific Associations which is comprised of specialized and professional industry, agriculture and business associations and societies.

Adult political education is the responsibility of the

Hungarian Workers' Socialist Party and the National Popular Front, as well as the trade unions. The Party has established evening universities of marxism-leninism and evening classes are organized at the local level. The trade unions organize classes and discussion groups dealing with current political and economic issues.

Informal adult education is carried out by a great variety of institutions. Karsai classified these according to their source of funds and maintenance as follows:

(a) State and (local) council institutions of popular education;

(b) establishments in plants and factories, trade union establishments (including houses of culture and libraries);

(c) special institutions of popular education (scientific associations, youth organizations and army education);

(d) establishments sponsored and maintained (jointly) by several organs.[30]

The backbone of informal adult education in Hungary is the houses of culture and cultural clubs maintained by the local councils and by trade unions and economic enterprises. By 1958, 80-85 per cent of all villages had a popular education institution, built-up through local initiative, often under difficult circumstances.[31] By 1966 there were some 3,000 houses of culture and several thousand clubs.[32] The cultural houses, as a rule, contain the local libraries; provide premises for extension courses, the amateur groups, special circles, music schools; many of the houses also have cinemas and provide stage for theatre performances and concerts, as well as halls for art exhibits.[33] At the county level are the cultural centres which serve at the same time as houses of culture for their immediate area and as pedagogical advisory centres supporting the work of the local houses of culture and clubs throughout the county.[34]

The main provider of lectures to staff public lectures and informal adult education courses is the Association for the Popularization of Science (TIT), whose origins go back to the mid-nineteenth century. The Association is primarily an association of intellectuals who consider it as part of their task to popularize their own field of

knowledge. Although the Association does organize some of the lectures and lecture series (thus in 1969, TIT sponsored lecture series enrolled 295,471 participants[35] and the eleven Summer Universities operated by the Association attracted in 1970 a total of 1,426 adults[36]), it provides lecturers for many lectures and series organized by other institutions. This staffing service provided by the TIT grew from staffing 171,632 lectures in 1960 to 206,214 lectures in 1969; the number of participants grew during the same period from 3.1 million to 4.8 million.[37] The Association also offers methodological assistance to its members and provides basic training for lecturers.

To round off the description of the provision and scope of adult education opportunities in Hungary, during 1970 there were 10,142 amateur art ensembles with some 200,000 active members, while study circles counted 100,000 members and a variety of hobby and special interest clubs attracted 3,000,000 adults.[38]

To organize and maintain such a great variety of adult education opportunities requires many professional adult educators and volunteers.[39] The profile, qualifications and training needs of the adult educators will be discussed next.

THE HUNGARIAN ADULT EDUCATORS

According to Karsai, in 1969 there were some 4,000 professional adult educators and 32,000 - 40,000 volunteers active in informal adult education.[40] Historically, and up to the 1950's, the volunteers were primarily school teachers but lately the number of other intellectuals among the volunteers is growing, although teachers still form the single largest group. Statistics on the number of staff in formal adult education institutions were not available, but judging from the number of participants this can be estimated at some 4,500 to 5,000.

The desirable characteristic traits of the general and professional profile of the adult educator were outlined by Karsai as:

- ability to consciously work towards concrete and specific goals
- ability to work with people
- ability to understand and assess people
- ability to be convincing in words and deeds
- ability to cope with both success and failure in work
- combination of many sidedness and harmony
- ability to perceive and to satisfy the cultural/educational needs of the clientele[41]

Karsai states further that, in order to be able to carry out their leadership role, professional adult educators need maximal freedom of thought, scientific approach to their work, creative analysis and synthesis, and careful evaluation of results of adult education processes.[42]

Although university-level training in adult education exists in Hungary since 1956, and the Ministry of Cultural Affairs issued a directive that all professional adult educators active in informal adult education must obtain a diploma from a teachers college or a university, the proportion of fully qualified adult educators is still not sufficient.[43] The situation is not much better among adult educators in the formal system, who do have higher education background but generally have no professional preparation in the theory and methodology of teaching adults; this is also true of the technological specialists who teach the vocational courses in factories and other enterprises.[44]

Maroti analyses the causes for the lagging professional qualification of the adult educators as follows:

- unwillingness among adult educators working in the field to study adult education, claiming work experience should exempt them from study
- willingness of local government organs to employ untrained local residents in preference to properly trained strangers
- unwillingness of trained adult educators to work in the countryside, away from Budapest and other cities[45]

As a further barrier to increasing qualification, Maroti lists the factor of many untrained adult educators not having had the required

matriculation certificate for admission to the college and university training programs, a barrier which recently has been removed.[46]

However, after considerable fluctuation in the past, the number of adult educators studying adult education at the teacher colleges and universities is now increasing. Durko defines their qualification needs as follows: "training in sociology, knowledge and commitment to modern educational policies, familiarity with the psychology of adults, conscious recognition of the didactic and educational psychological problems of the adult education field, experience in extension education work, a dynamic personality."[47] The training programs at the universities and teacher colleges are based on such analyses of the required characteristics, knowledge and skills, as those carried out by Matyas Durko, Karoly Karsai, Andor Maroti and others.

OVERVIEW OF TRAINING PROVISIONS

The first steps in training of adult educators in Hungary were proposed and realized in the mid-1950's.[48] The first university seminar in adult education was established in 1956 in the Faculty of Arts at the Lajos Kossuth University in Debrecen, under the leadership of Matyas Durko. The study of adult education was at first only a minor subject, taken in addition to the two major subjects required. In 1963 the study of adult education was recognized as a major subject in its own right.

In 1957 the Institute of Popular Education (a national methodological and research institute for informal adult education) prepared a proposal of a system of pre-service and in-service training of adult educators active in state and other public institutions and available also to cultural workers and functionaries of mass organizations and the National Popular Front. The plan was to unite political and specialized training of all personnel (professionals and volunteers) in the informal adult education sector. The pre-service training was designed to provide general background and basic knowledge and skills, while the in-service training was to concentrate on specific special-

ization and on problems of daily work in informal adult education. The pre-service training was to be carried out at the college level. In-service training of professionals was to be undertaken by the Institute, while the training of volunteers was to be the responsibility of the regional cultural centres.[49] As far as can be established, after initial difficulties, this plan became a reality.

In 1961 the second university program in adult education was established, as a major subject, in the Faculty of Arts of the Lorand Eötvös University in Budapest.

Post-secondary training below the university level was established at the Teacher Training Colleges at Szombathely in 1962 and at Debrecen in 1963. In the late 1960's, the Central School of the Hungarian Trade Union Council established a three year correspondence program for cultural and educational officials in the trade unions.

While training provision for the informal adult education system seems to be relatively well based and still developing, provision for adequate training for the formal system is lagging far behind.[50] Although most school teachers in Hungary get involved in teaching adults as well as children, they do not get any training in teaching adults during their study at Teacher Training College or university. The only exceptions are the two universities which have training program in informal adult education and where limited opportunities exist also for Education students. Thus at Debrecen, Education students can enroll in one course on adult education, while at Budapest such course is available only to education students in the extra-mural program; at neither university is it compulsory for Education students to take a course in teaching adults.[51] In order to remedy somewhat this situation, the Department of Adult Education of the National Institute of Pedagogy organizes in-service training for teachers in the adult schools, as a function supplementary to its primary function of research in adult teaching techniques.[52]

In-service training provision in the informal adult education is varied. The Institute of Popular Education provides courses and organizes conferences, primarily for the staffs of the houses of culture and clubs. It also assists the regional cultural centres in their task

of in-service training of volunteers, primarily by training of trainers for local courses.[53] In 1970 the Institute established its own residential In-service Education Centre at Balatonalmadi; one of the first programs offered there was a six-day course on Administration of Adult Education, for directors of county houses of culture and regional cultural centres.[54]

The in-service training of volunteers through the regional cultural centres became a reality in 1958 and proved to be very effective. Thus for example the Budapest Cultural Centre is responsible for in-service training of leaders and lecturers in twenty-two large and seventy smaller houses of culture as well as some two hundred extension locations throughout Budapest. The Centre serves also as a program and methodological consultation centre. The Budapest Cultural Centre carries out this task in close co-operation with the Association for the Popularization of Science.[55]

The Association for the Popularization of Science is very active in in-service training of lecturers throughout Hungary. Between 1960 and 1970 it organized 2,000 courses in basic training of lecturers. In 1969, the National Office of the Association established a Methodological and Documentation Department which has as its task training and research which has a bearing on the popularizing work of the Association.[56]

The provision of in-service training for volunteers is very important, but the provision of adequate training for the required number of professional adult educators is crucial for further effective development of adult education. During the 1960's, the training of adult educators at the university level has gone through a period of searching and adjustment to the changing societal demands, as well as in response to changing needs of the field and the growing body of research.[57] The training at first was centered on a broad, encyclopedic, education which was to enable the adult educator to initiate subject-matter specialists in methods and techniques of popularizing science and culture. However, this turned out soon to be too unwieldy. In 1965 the Ministry of Cultural Affairs abolished the required entrance examinations for adult education training to open the training

to the many unqualified workers in the field. At the same time, practical rather than theoretical training came to the foreground and the two training programs at teachers colleges were seen as much more appropriate preparation for work in the field. This was also a period in which foreign literature and research was analysed and interpreted for Hungarian conditions and needs and when Hungarian theory building and research was spurred on. In 1968 the adult education major was re-established in the two universities which offered it up to the 1965 shift to the Teacher Training Colleges. The program was reduced from five to four years, and no entrance examination was required. This move was in response to the crucial shortage of trained adult educators in the field. The training programs at the Teacher Training Colleges also remained in operation. In spite of the urgent need for training facilities which led to the re-establishment of the two university programs, enrollment response was very limited in the full-time program, and there were no students at all during 1969-70 in the correspondence program. However, the faculty responsible for adult education training used this slack period to re-examine the program and to build a new program of study which was introduced in 1969. This program was found very much acceptable to the field and the employing agencies, as well as to the Ministry for Cultural Affairs. As a result, the Ministry re-established the five year full-time program at the universities in 1971, and established a new two-year correspondence program for students transferring from the Teacher Training Colleges. Current Adult Education Programs of the two universities and the Teacher Training Colleges will be examined in some detail next.

UNIVERSITY AND COLLEGE TRAINING PROGRAMS

The training program at both universities, Debrecen and Budapest, at first was exclusively concerned with informal adult education. More recently, and especially in the re-organization in 1969, it has developed into a more broadly based training, enabling "prospective workers in the specialised field of popular education acquire...a wider body of knowledge,... to work also in other fields of adult education".[58]

University graduates generally are employed in leadership positions in the cultural centres and houses of culture, as well as in educational and cultural positions in the trade unions, armed forces, and local government. Among part-time students in adult education are often journalists, employees in the radio and television network, and employees of publishing houses.[59] During 1961-71, 300 students in adult education graduated from the Lorand Eötvös University in Budapest: of these, 100 were full-time and 200 were part-time students. In 1972 there were 138 students enrolled; of these 41 as full-time students. At one time before 1965 the enrollment stood at 300 students and projected enrollment should reach this figure again in 1974.[60] Statistics on students at the university in Debrecen were not available, but the size of the program there is estimated to be similar to Budapest.

The Adult Education Program at the Lorand Eötvös University at Budapest can be completed in five years of full-time, or six years of part-time evening and correspondence study. The new program since 1969 includes the following areas of study:

First Part - Fundamentals

History of Culture

Theory of Culture

Cultural Politics

In addition to these major areas, other areas such as demography, social statistics, theory and methodology of sociology and social psychology, and aesthetics are studied.

The first part of the program ends with a comprehensive examination.

Second Part - Specialization

Theory and Methodology of Adult Education

Theory of Communications and Mass Media

Sociology of Culture and Education

All students must pass an examination in each of the areas of specialization, but from sixth semester on can specialize in any one of the three options.[61]

Within the Adult Education component common to all the students, history of adult education, social and individual need for adult education, organization and main aspects of adult education,

didactics and methodology of teaching adults, and theoretical problems and research methods are taught. Distinction between informal and formal adult education no longer is made and it is the intent of the University to train adult educators for both branches of adult education. Specialization in Adult Education consists of analysis or comparative study of particular questions of the history, theory or methodology of adult education. In addition to these courses, already in the first semester the students take on Introduction to the Informal Adult Education Institutions and System, while in their last semester (tenth) they take Problems in Management and Economics of Informal Adult Education, Organizational and Leadership Theory, and Planning of Informal Adult Education.

The full-time students who, unlike the part-time students, generally do not have any field experience as adult educators, have to go through practicum arranged in two sessions of four weeks each (during summer recess) and one session of three months, involving twenty hours per week (during session in their last year). The summer practicums have not been found too suitable due to generally low level of activities in the field at that time and this part of the practicum may be changed to four sessions of two weeks during session.

The two Teacher Training Colleges at Debrecen and at Szombathely offer training in adult education in their Departments of Adult Education and Librarianship. These colleges are post-secondary institutions but do not have university rank. Since 1971 graduates from this program can transfer to the university program, and in a two-year correspondence program can qualify for a university diploma in adult education or librarianship.[62]

The Department of Adult Education of the Teacher Training College at Debrecen offers the following subjects in its three-year, six semester program (the curriculum at first was designed by outside experts but later was revised by the college teachers to combine theory with practice arranged in an gradually increasing way):

Compulsory subjects - five semesters

Marxist Philosophy and Social Science:

dialetical materialism, historical materialism and sociology, political economics, scientific

socialism, and history of religion and atheism

Science of Culture:

history, theory, policy and organisation of culture, planning of adult education work

Education for Aesthetics and the Amateur Art Movement:

general, literary, theatre, film, music, fine arts and dancing

Library Science:

general, bibliography, cataloguing

Compulsory subjects - two semesters

Psychology:

general and adult

Pedagogy:

general and adult

Fundamentals of Science:

world concept of natural science, industrial and agricultural knowledge

Additional compulsory subjects

Hungarian

Foreign Languages (one or two)

Operating Audio-Visual Equipment

Typing

Physical Education

Elective activities

Collecting of sociological data, organization of adult education programs at the College and in the field, and field trips.[63]

Practical experience is compulsory and in 1966 it consisted of visits to institutions (first and second semester), practice demonstration in the College (third semester), practice demonstration in the field (fourth and fifth semester), and an extensive practicum during the entire sixth semester (no courses attended) which includes two months in an informal adult education institution and two months in a public library.[64]

At the end of the three-year program, students have to pass a final state examination which includes a defence of a diploma thesis. Graduates are employed primarily by institutions of informal adult education such as houses of culture and clubs. A correspondence program, with four consultation sessions in each of the three years, is available to adult educators already active in the field.[65]

From the description of the training provision and available data on training programs it can be concluded that professional training of adult educators in the informal sector is getting well established, and that in-service training and continuing education for professionals and volunteers alike has made reasonable advances. On the other hand, training of teachers for the formal adult education system obviously is lagging behind and considerable improvement will be necessary in this important segment of the entire field.

The last two chapters of this paper have outlined provisions for training and continuing education of adult educators. However, successful and effective training of adult educators at all levels must be based on a body of knowledge assembled through conceptualization and theory building as well as through empirical research. This important component will be discussed in the last chapter of this paper.

THEORY BUILDING AND RESEARCH

The need for closer ties between training and research, between methodology of teaching and methodology of research, was stressed by Karsai at an East European conference on training of adult educators, in November of 1971:

> (1) institutions training adult educators must prepare both, practitioners and researchers -- practitioners will have to use more and more applied research in their day-to-day work to be able to fulfill their task -- training institutions must not only prepare them, but remain in touch with them as alumni and through them be in close touch with the field;

(2) research findings will have to be applied to practice more dynamically, especially as far as methods and techniques of adult education are concerned -- thus it will be necessary to introduce students to concrete learning processes and to provide for adequate differentiation and specialization among adult educators;

(3) research findings and reports must be disseminated through didactical means if they are to filter into practice -- this corresponds to the proven dictum that teaching and research must go hand in hand;

(4) students and young graduates should be assigned tasks in the research program of the training institutions.[66]

Karsai goes on to state that the cooperation between training institutions and the field, between researchers and practitioners, is not only necessary but also mutually beneficial, especially in research of adult education processes, which must be anchored firmly in practical situations. Such activity, given adequate preparation and planning, (a) intensifies professional ambitions as it allows the practitioner to look behind the scenes, (b) assists with self-evaluation tasks through work on qualificative and quantificative research, (c) provides further learning experience (through working alongside experienced researchers) applicable to daily work, (d) enables both the researcher and the practitioner to realize that each needs the assistance of the other, and (e) demonstrates to even young and recent graduates in the field that they can grow professionally in their job only through professional continuing education.[67]

Close ties between theory building and the field have long roots in Hungary reaching to the beginning of this century. "In 1907 the first really significant co-ordinating forum of mass education, the Hungarian National Congress of Informal Teaching was convened and it made a step forward in working out the uniform, scientific system of the theory of mass education."[68] Concern with the functions, aims and social role of informal adult education, primarily a philosophical approach to the theory of the popular education activities, remained dominant, especially in the ideological and cultural-political aspects, into the late 1950's.

The early studies included studies of conceptual framework: educational theory, psychology and sociology were later searched for findings applicable to adult education; in the latest stages, studies of educational theory, educational psychology, and didactics within the framework of informal adult education were instituted. However, inadequacy of background data and material, as well as lack of personnel, hindered development of required conceptualization, theory, and research, which could not keep up with the growing needs of the rapidly developing and changing field in the 1950's.[69] During the late 1950's and early 1960's, research in informal adult education aimed primarily at the study of the historical roots of adult education in Hungary, evaluation of achievements abroad, and analysis and assessment of theoretical systems of informal adult education and their incorporation into Hungarian theoretical framework.[70]

Research in formal adult education did not commence seriously until 1962, but in a relatively short time it laid the basic theoretical foundations. Csoma summarizes the accomplishments as follows:

> The system of aims and tasks of adult education at school has been worked out in the recent years, an up to date model of continuation schools has been drawn up, the relations between popular education and adult education at school have been clarified, psychological and sociological problems most important with respect to practical tasks have been solved. All this took place in connection with the framing of curricular and textbook-reform for continuation schools, and served for laying the theoretical foundations for this reform. Didactical studies, as well as special studies of curricular theory and methodics, were also started to prepare the reform which has been gradually introduced since 1965. The theoretical outlines of didactics for the school education of adults were drawn up. In short, the theoretical basis for starting systematic and long-term research was created.[71]

This work, which was basically completed by 1966, points out again the close connection between theory and practice of adult education in Hungary.

Among the first doctoral dissertations in adult education were Karoly Karsai's "Intellectual Interest as one of the Main Didactical

Principles of Dissemination of Knowledge" (1965), Matyas Durko's "Basic Pedagogical Questions of the Education of Adults and Popular Education" (1966), and Marianne Varnagy's "Increasing the Effectiveness of Learning/Instruction in the Correspondence Branch of Schools for Adults" (1969). Among major publications during this period was the publication of Durko's dissertation, which became a bench mark and is the standard work for the entire adult education field and discipline in Hungary,[72] and Csoma, Fekete and Hercegi's Adult Education in Hungary, which outlines the first stage in the theoretical development of formal adult education.[73]

Durko analyses in his dissertation, among others, the basic question of the place of adult education among the social sciences.[74] Starting with the historical roots he notes that burgeois pedagogical theoretitians before the Second World War, who have been concerned with informal adult education, generally placed its theory and research within the context of pedagogy. Post-war socialist theoretitians, according to Durko, take basically two positions: (1) Gyorgy Agoston and Jozsef Szarka speak up for an independent science or discipline of adult education, while (2) Mate Kovács and Karoly Karsai see it as a part of the science of education, with other social sciences contributing to it. Durko himself agrees with the classification designed in the Soviet Union in 1923 by E.N. Medinskij, which is basically the second position; the sub-disciplines of the education of the growing generation and of the adult generations form together the science of the education of man (anthropogogy). However, Durko rejects the use of the term 'andragogy' for the sub-discipline of the education of adults.[75] Durko supports his classification on the basis of his analysis of the research rationale and needs of formal and informal adult education:

> Formal adult education as a process is concerned with the education of adults, and therefore such adult education research must be part of the science of education and other sciences cannot adequately research the problems of the education of adults. Other social sciences (sociology, psychology, political science and economics) have an important contribution to make, but they can approach problems of the education of adults only in a partial way and thus must take the place of supporting sciences. The total pedagogical process in its dialectical framework can adequately be studied only by the science of education.[76]

> Informal adult education in a socialist society must be considered as an educational process which, with its own specialized tasks, methods and techniques forms a special branch of education. Therefore it is logical and necessary to incorporate research of informal adult education into the framework of educational science. Other, related research, which supports research in informal adult education can be found in cultural-political, philosophical, sociological and psychological studies.[77]

Three national conferences contributed to the summary of research and spurred on further research activity. The First National Conference on the Education of Adults, held in 1963, brought together the first post-war overview of theoretical foundations in Hungary. The National Conference on Popular Education, held in 1970, brought together a comprehensive survey of the state of the art. Conference delegates recommended that research be made more systematical and co-ordinated on a national level, and that research teams and the collective work of adequate research organizations replace individual research work. The delegates stressed also the need for a national research institute for adult education and for setting up of adult education as an independent scientific discipline in the Academy of Sciences.[78] The Fifth Congress of Education in the same year, operating at a higher political level and with a much broader base, considered a global view of education in Hungary and "gave guidance to Hungarian public education till the turn of the millenium, and in this connection analysed all theoretical questions, or threw new light upon them, which are necessary for framing education conceptions of the future."[79] The summary of research results and mapping out of research required, which were occasioned by the Congress, form another important bench mark in adult education research in Hungary.

Adult education research in Hungary is carried out primarily by the following institutions:[80]

Institute of Public Education and Adult Education, Lajos Kossuth University, Debrecen, headed by Matyas Durko. The Institute was established as an independent Institute in 1970; previous to that it was a Department in the Institute of Pedagogy. The two major areas of research undertaken by the Institute are the study of psychological

characteristics of adults and fundamental questions of socialist educational theory as these apply to adult education. An additional area of interest lies in studies of leadership theory applied to informal adult education.

Division of Popular Education, Institute of Library Science, Lorand Eötvös University, Budapest, headed by Andor Maroti. Research tasks undertaken by staff of the Division include target theory of adult education, sociological study of leisure time as it applies to work of cultural centres, theory of artistic education, use of film in informal adult education, and expectations in small groups regarding personality of the leader.

Department of Research and Documentation of the Association for the Popularization of Science, Budapest, headed by Ivan Török. The Department carries out studies and experiments especially in the area of problems of teaching/learning in informal adult education. Among these are problems of developing the faculty of critical thinking, ways of activation and combating fatigue of the audience, teaching techniques, and increasing the effectiveness of teaching. Findings of this research are widely disseminated to lecturers of the Association.

Theoretical Department, and Department of Adult Education, Institute of Popular Education, Budapest, headed by Joszef Kovalcsik and by Laszlo Toth, respectively. Both departments undertake studies primarily in the area of sociology and in methods and techniques applicable to cultural centres and to specialized segments of informal adult education.

Department of Adult Education, National Institute of Pedagogy, Budapest, headed by Gyula Csoma. This Department is concerned exvlusively with research pertaining to formal adult education institutions, and their educational and instructional processes, and includes, among other studies, structure and organization ofthe instructional process in formal adult education, developing differentiated forms of formal adult education, and longitudinal sociological study of social mobility and learning motivation of students in adult secondary schools.

In addition to these five major research centres, some research and studies also are conducted under the auspices of the Central Council

of Hungarian Trade Unions, the National Centre for the Training of Executives, and in various institutions which organize continuing and in-service education in the professions and skilled trades.

In spite of the rapidly developing broad base of research in adult education, there are problem areas in which adequate research is lacking. Durko singles these out as (a) problems of personality formation of adults; (b) aims, forms and processes of ideological, moral and esthetical education of adults; (c) characteristics of adults and their implications on the education of adults as a whole; and (d) specific psychological and didactical problems, such as reduction of fatigue, and increasing of the effectiveness of adult self-learning. Durko goes on to stress that in order to get on with the necessary research it will be imperative to liquidate the existing organizational heterogeneity and from it following dissipation of effort, as well as to change the lack of personnel and material support. He claims also that it will be necessary to establish a separate section or department of adult education in any pedagogical research institution, and particularly in the new proposed national Pedagogical Research Institute.[81]

However, having acknowledged the areas of research still lagging behind, Csoma claims that during the 1960's a uniform theoretical framework of adult education was established in Hungary and found its place within pedagogy and science of education. Csoma sees the emergence of a global system of educational theory for which he, along with Durko, accepts Medinskij term anthropogogy. Within this overall science of education are two disciplines, pedagogy which is concerned with the education of children and youth, and andragogy, which is concerned with the education of adults.[82]

It seems appropriate to close this brief overview of theory building and research in Hungary with a summary of the progress of research during the 1960's and indication of future trends, as reported by Csoma:

> Within the system of andragogy, it has been possible to clarify the relationship between popular education and the school education of adults, to define the foundations and forms of their practical co-operation. A uniform system of aims and tasks for andragogical activity and

> theory has been worked out; attempts have been made for laying the outlines of uniform andragogical didactics; the theoretical definition of the relationship between the school education of youth in schooling age, of extramural and continuation education has been started. The theoretical foundations of permanent training are being laid; the correlation between intensive economic development and adult training is being studied. The special didactical problems of political education and the vocational training of adults are being explored; the sociological, didactical and education-theoretical studies of correlations between leisure time and education, particularly between leisure time and adult education, are in progress.[83]

CONCLUSIONS

The post-war development of adult education in Hungary, like that in most other Central and East European states, was significantly influenced by the far-reaching social, political-ideological and economic changes which transformed the state and its economic structure and changed the composition of the society. The developments leading up to and following the tragic events of 1956 left their mark also on adult education.

With the rapid growth of adult education, and particularly since the early 1960's, the numbers of professional adult educators keep on increasing, as do the cadres of volunteers. Many of the professional adult educators active in the field do not have adequate training in adult education, and furthermore, there still is some opinion in the field that such training is not necessary; there is also some tension between the academicians and theoretitians, and the practitioners in the filed, as to the kind of training which is required.[84] Training provision for the professionals active in or preparing for informal adult education now seems to be relatively well developed, after the searching and adjustment of the training programs of both the universities and the teacher training colleges, during the 1960's. Training provision for the teachers of adults in the formal adult education system, on the other hand, seems to be lagging far behind and significant

development will be necessary to improve this situation. It is very hard to assess the diffuse and dispersed in-service training and continuing education activities for professionals and volunteers, but from available information it seems that improvement is required also in this provision.

Research in informal adult education has relatively long historical roots, but this activity has been interrupted by the immediate pre-war, war and immediate post-war situation. During the 1960's, theoretical and research activities in both informal and formal adult education were intensified and during this important period an overview of research in Hungary and abroad, an inventory of research needs, and a basic theoretical framework of formal and informal adult education within the global framework of the total education provision was established. The need for further systematization, and for fully co-ordinated and planned development of research in adult education to fill in existing gaps is projected for the 1970's. However, thus far, co-ordination at national level is non-existing[85] and adult education is not yet represented adequately in the national Academy of Sciences. It remains to be seen whether adult education is going to be given the requested independent status in the proposed national Pedagogy Research Institute.

The further development of adult education institutions and organizations, of pre-service, in-service and continuing education of professional adult educators and volunteers, and of theory building and research, will depend to a significant degree on the combination of the political-ideological climate and economic situation in Hungary and the other East European states, as well as on the determination and devotion of Hungarian adult education theoretitians and practitioners. To judge from the development during the last ten years, given a further period of relative stability and ideological relaxation, research, training, and field activities in adult education will continue to develop and to bear fruit.

FOOTNOTES

[1]Provisions for training both volunteers and professional adult educators at all levels are well developed in most East European countries. Unfortunately, relatively very little is known about these programs, even in the neighbouring countries, and only very few accounts are available in English. Among these are: Jindra Kulich, The Role and Training of Adult Educators in Czechoslovakia (Vancouver, Faculty of Education and Department of University Extension, The University of British Columbia, 1967); Dusan M. Savicevic, The System of Adult Education in Yukoslavia (Notes and Essays Series, No. 59; Syracuse, University College, Syracuse University, 1968) which contains a very useful chapter on the training of adult educators; Jindra Kulich, Training of Adult Educators in East Germany (Occasional Papers in Continuing Education, No. 4; Vancouver, Department of University Extension, The University of British Columbia, 1969); and Jindra Kulich, The Role and Training of Adult Educators in Poland (Occasional Papers in Continuing Education, No. 6; Vancouver, Centre for Continuing Education, The University of British Columbia, 1971).

[2]Zoltan Halasz, ed., Cultural Life in Hungary, Budapest, Pannonia Press, 1966, p. 292.

[3]However, unfortunately, home rule for Hungary which freed Hungarian language and culture from the germanizing Austrian influence at the same time brought about attempts at magyarization of ethnic minorities within Hungarian territory, notably the Slovaks.

[4]A useful brief overview of the historical development of adult education in Hungary is contained in the introductory chapter in Gyula Csoma, Joszef Fekete and Karoly Hercegi, Adult Education in Hungary, Leiden, The Netherlands, Leidsche Onderwijsinstellingen, n.d. (1968?), pp. 17-19.

[5]The people's universities should not be confused with academic, higher education, institutions. They were adult education institutions for general and vocational education at lower levels.

[6]Csoma, et. al., op. cit., p. 18.

[7]Loc. cit.

[8]"Hungary," Proceedings of the World Conference on Literacy and Society, Part II, Rome, Ente Nazionale per le Biblioteche Popolari e Scolastiche, 1964, p. 148.

[9]Csoma, et. al., op. cit., p. 19.

[10]"Hungary," International Directory of Adult Education, Paris, Unesco, 1952, p. 161.

[11]The reader has to keep in mind that throughout the shades of fluctuation between hard-line and liberalization in the 1950's and 1960's, the ultimate ideological and political control of adult education is vested in the Hungarian Workers' Socialist Party.

[12]Csoma, et. al., op. cit., pp. 16-17. Thus in Hungary the term adult education (felnöttneveles) includes only that part of the field which in North American context would be termed formal adult education, and the term mass education or popular education (nepmüveles) generally includes those areas of the field referred to as informal adult education. However, in addition to activities generally understood under informal adult education, in Hungary this term also includes other activities such as out-of-school cultural and educational activities organized for children and youth, as well as mass education and information through radio, television, the cinema, publishing, etc. The distinction between the two terms in Hungary has historical reasons alluded to in the brief historical sketch in this paper. Karsai develops this further by stating that for historical reasons the term adult education applies to school-type education created to cope with "the immense lack of special- and general education", while the term popular education in its historical meaning encompassed the work of the amateur movement and the public libraries and later on was broadened to include all educational and popularizing activities of a variety of institutions such as museums, art galleries, theatres, schools and universities, which are engaged in as an additional function to the primary function of the institution. See: Karoly Karsai, "Out-of-school Education and Popular Education," University Summer Course Lectures: Szombathely 1971, Budapest, Association for the Popularization of Science, 1971, pp. 187-188. Inasmuch as it was possible, the term adult education is used throughout this paper in the broader sense for such activities as would be so termed in North America (formal and informal adult education). Where a distinction was necessary in the Hungarian context, the term formal adult education was used for adult education (felnöttneveles) and the term informal adult education was used for mass or popular education (nepmüveles).

[13]See last sentence in previous footnote above.

[14]Matyas Durko, "Vedeckoteoreticke a metodicke otazky vychovy dospelych a ludoveho vzdelavania," Teoreticke otazky vzdelavania dospelych Bratislava, Vyskumny ustav kultury a verejnej mienky, 1969, pp. 24-25.

[15]Ibid., p. 25.

[16]Ibid., p. 26.

[17]Gyula Vonsik, "Cultural Life of the Hungarian Society," University Summer Course Lectures; Szombathely, 1971, Budapest, Association for the Popularization of Science, 1971, p. 24. The passage from which the quotation was excerpted is as follows: "The cultural revolution of socialism means to share with the workers all the achievements in science, technique and art, to educate them in a new spirit. It is in the broadest sense of the word - shaping a new type of man changing the whole intellectual sphere of our people.... The social function of the new socialist culture is to give a helping hand in the solution of the problems of building society through all the achievements in science and art....The intellectual nucleus of the new culture is the ideology of communism, the philosophy of materialism....Ideology of a high quality, ethnicity, active revolutionary humanism and consistent collectivism are the characteristic features of socialist culture. The subject of the new culture is 'the people', the working man. The people - exalted up to the level conscious forming the

history - is also an important source of socialist culture....Creating a new culture - and this is a general regularity of any cultural revolution - is determined by the task of forming a new type of man, a manifold and harmonically developed personality. This task demands a wide scale of activities ensuring the cultural and intellectual development of working people." (pp. 23-25.)

[18]W. Kenneth Richmond, "Educational Planning in Hungary," Comparative Education, vol.2, No. 2, (March, 1966), p. 97.

[19]Joszef Benczedy, "Development of Public Education in Hungary," University Summer Course Lectures: Szombathely, 1971, op. cit., pp. 99-100.

[20]Richmond, op. cit., p. 97.

[21]Vera Nonn, "Die staatlichen Regelungen und Unterstützungen für die Volksbildung in Ungarn," Siebente Salzburger Gespräche fur Leiter in der Erwachsenenbildung, Wien, Verband österreichischer Volkschochschulen, 1965, pp. 3-4.

[22]Halasz, op. cit., p. 299.

[23]Antal Gönyei, "Úkoly osvety v Madarsku," Osvetova prace, vol. 18, No. 19, (September 16, 1964), p. 334.

[24]Matyas-Durko, "Report on Progress of Adult Education Given," Translations on Eastern Europe: Political, Sociological, and Military Affairs, No. 24, pp. 74-75. (Translated from Hungarian original in Nepmüveles, July, 1968, pp. 21-22).

[25]Andor Maroti, "The Problems of Training of Adult Educators in Hungarian Universities," unpublished paper, 1972, p. 1.

[26]Proceedings of the World Conference on Literacy and Society, op. cit., pp. 148-149.

[27]Csoma, et. al., op. cit., p. 35.

[28]Ibid., pp. 42-44 and 163.

[29]Loc. cit.

[30]Karoly Karsai, "Out-of-school Education and Popular Education," University Summer Course Lectures: Szombathely 1971, op. cit., p. 197.

[31]Ibid., p. 193.

[32]Halasz, op. cit., p. 296.

[33]Loc. cit.

[34]Gyula Csoma, "An Outline Report on the State of Andragogical Theory and the Training of Andragogists in Hungary," unpublished paper, September, 1971, p. 4.

[35]Ivan Török, "O djelatnosti Drustva za populariziranje nauke u NR Madarskoj (TIT)," Andragogija, vol. 18, No. 1, (1971), p. 71. Note that the association is sometimes referred to in English also as the Society for the Dissemination of Knowledge.

[36]Vonsik, op. cit., p. 52.

[37]Török, op. cit., p. 71.

[38]Vonsik, op. cit., p. 5. The easiest available account of the historical roots and modern development of adult education, including its aims and organization, can be found in the Introduction to Csoma et. al., Adult Education in Hungary, op. cit., pp. 15-32.

[39]The term professional is used throughout this study in the common Central and East European meaning, i.e. a full-time employee in the field with either university or secondary level specialized training.

[40]Karoly Karsai, "Vychovny kongres a ludova osveta v Madarsku," Osveta, No. 6, (1969), p. 31.

[41]Karoly Karsai, "O odraze skusenosti jedneho kursu v Madarsku," Osveta, No. 4, (1970), pp. 56-58.

[42]Loc. cit.

[43]Maroti, op. cit., p. 4.

[44]Ibid. p. 2.

[45]Ibid. p. 4.

[46]Loc. cit., The qualification problem and its causes as analysed by Maroti is by no means restricted to Hungary but rather seems to be common to most countries, not only in Europe but also still to a large degree in North America (in spite of the well established and still rapidly expanding university training provision for adult educators, especially in the United States).

[47]Matyas Durko, "Status and Tasks of Adult Education," Translations on Eastern Europe: Political, Sociological, and Military Affairs, No. 32, pp. 97-98. (Translated from Hungarian original in Nepmüveles, August, 1968, pp. 19-20.)

[48]The reader has to bear in mind that all training of adult educators referred to in this chapter, with the notable exception of the activities of the National Institute of Pedagogy, has to do only with training for the informal adult education (popular, mass, education) sector of the field.

[49]E. Vesela, "Vzdelavani osvetovych pracovniku v Madarsku," Osvetova prace, vol. 13, No. 3, (February 11, 1959), p. 44.

[50]Maroti, op. cit., p. 2.

[51]Csoma, "Outline Report...," op. cit., p. 20.

[52]Ibid., p. 17.

[53]Vesela, op. cit., p. 44.

[54]Karsai, "O odraze skusenosti...," op. cit., p. 56.

[55]Karl Foltinek, "Ungarn ist eine Reise wert!", Die österreichische Volkshochschule, No. 63, (December, 1966), p. 25.

[56]Török, op. cit., p. 71.

[57]The following genesis of university training for adult education is based on the unpublished paper by Andor Maroti, "The Problems of Training...," op. cit., pp. 6-8.

[58]Csoma, "Outline Report...," op. cit., p. 19.

[59]Ibid., p. 18.

[60]All data on students in Adult Education taken from Maroti, op. cit., pp. 13-14.

[61]This outline and all following information on the program at Budapest adapted from Maroti, op. cit., pp. 8-10.

[62]Ibid., p. 4.

[63]Pal Soos, "Training Adult Educationists in Hungary," Adult Education (London), vol. 39, No. 4, (November, 1966), pp. 213-214.

[64]Loc. cit.

[65] Loc. cit. The full-time students generally are between 18 and 24 years old, while the correspondence students naturally are older and considered by the College as more mature. This opinion by no means is limited to the college staff. At a seminar of Canadian and Hungarian adult educators in Budapest in June of 1972, the problems of acceptance of young graduates in adult education by the older workers in the field and by the participants in adult education programs themselves were discussed at some length by the Hungarian colleagues. This problem thus far is relatively unknown in North America as great many adult educators active in the field now, entered their adult education careers as mature adults, most of them as a second career or profession. With the increasing number of university training programs in adult education and the very definite trend towards younger students in these programs, an increasing number of whom enter the program directly from their undergraduate study and without any practical experience in the field, this problem may arise also here. However, the fact that the North American programs are graduate programs, rather than undergraduate programs as in Hungary, delays the entry of the young graduates in adult education into the field by two or three years as compared to the Hungarian situation, and this time lag may be sufficient enough to considerably decrease the problem.

[66] Karoly Karsai, "Problemy vyskumu vzdelavacieho procesu," Osveta, No. 4, (1972), pp. 17-18.

[67] Ibid., p. 20.

[68] Csoma, et. al., op. cit., p. 23.

[69] Csoma, "Outline Report...," op. cit., p. 7.

[70] Ibid., p. 6.

[71] Ibid., p. 9.

[72] Matyas Durko, Feltnöttneveles es Nepmüveles (Adult Education and Popular Education = Formal and Informal Adult Education), Budapest, Tankönyvkiado, 1968, 322p.

[73] Gyula Csoma, Joszef Fekete and Karoly Hercegi, Adult Education in Hungary, Leidsche Onderwijsinstellingen, n.d. (1968?), 185p.

[74] This is done in Chapter IV of the published version (see footnote 72). The following discussion is based on his conceptualization in this chapter, as translated into Slovak, "Vedeckoteoreticke a metodicke otazky...," op. cit., pp. 17-48.

[75] This has to be understood against the background of the modern use of the term in the post-war period, when it was revived by and thus might be ideologically associated with the Swiss theoretician Hanselmann

and the West German theoretician Pöggeler, both concerned exclusively with the theory of informal adult education seen from the liberal point of view. It is interesting to note that in Yugoslavia, the term 'andragogy' has been almost uniformly accepted to designate the discipline of adult education and in Poland it has been widely accepted. The one prominent Hungarian researcher, who accepts the term 'andragogy' in the same way, is Gyula Csoma.

[76]Durko, "Vedeckoteoreticke a metodicke otazky...," op. cit., p. 27.

[77]Ibid., pp. 39-40.

[78]Csoma, "Outline Report...," op. cit., pp. 12-13.

[79]Loc. cit.

[80]Information on these institutions which follows, was taken from the unpublished paper by Csoma, "Outline Report...," op. cit., pp. 13-18.

[81]Durko, "Vedeckoteoreticke a metodicke otazky...," op. cit., p. 47.

[82]Csoma, "Outline Report...," op. cit., p. 9. Csoma, unlike Durko and many other Hungarian researchers does accept the use of the term 'andragogy' to designate the discipline of the education of adults.

[83]Ibid., pp. 10-11.

[84]This problem by no means is limited to Hungary. It can be found in many countries in Eastern and Western Europe, as well as in North America.

[85]Again, this situation is not unique to Hungary.

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